

**GROSSMONT COLLEGE**  
**ACADEMIC PROGRAM CHANGES**  
**MARCH 2021**  
**for**  
**2021-2022**  
**COURSE ADDITIONS**

**English as a Second Language 078**  
**Introduction to Listening in English**

*6 units*

ESL 078 is an English language course that introduces spoken English to those who have had little or no exposure to the English language. This course utilizes the 700 most frequent words in the English language in input-based, meaningful tasks that make language comprehensible through non-linguistic means with a lot of repetition and recycling of language. Students interact with the language in meaningful and engaging ways, with communicatively embedded comprehensible input, acquiring the language at the Intermediate Low level according to the ACTFL proficiency guidelines with no explicit grammar instruction. Students will engage with and respond to the language, but they are not required to produce spontaneous speech at this level. Students are encouraged to take ESL 078R concurrently and before taking ESL 088. This course is offered on a Pass/No Pass basis only. (non-degree credit or non-credit course)

**English as a Second Language 078R**  
**Introduction to Reading in English**

*6 units*

ESL 078R is an English language course that introduces English reading to those who have had little or no exposure to the English language. This course utilizes the 700 most frequent words in the English language in discussion as well as books that are specifically designed based on comprehensible input so that students with no prior knowledge of English can begin reading on the first day. This course aims to help students develop reading skills in English at the Intermediate Low level according to the ACTFL proficiency guidelines while learning frequent vocabulary. Students will interact with the texts in meaningful and engaging ways, with communicatively embedded comprehensible input, but they are not required to produce spontaneous language at this level. Students are encouraged to take ESL 078 concurrently or before taking ESL 088. This course is offered on a Pass/No Pass basis only. (non-degree credit or non-credit course)

**Ethnic Studies 107**  
**History of Race & Ethnicity in the United States**

*3 units*

An introduction to the historical and socio-cultural experiences of racial and ethnic groups and their roles in shaping society and culture in the United States, from pre-contact to the present. Focus will be on migration, colonization, racialization, discrimination, assimilation, social stratification, liberation movements, and the intersection of racial, ethnic, gender, sexual identities as they relate to African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans.

**Ethnic Studies 150**  
**Latinx Sociology**

*3 units*

This course is an in-depth sociological examination of Latinx/Hispanic communities in the United States. Topics include family structure, gender roles and sexuality; religion; economics; racism; social movements; U.S./Mexico border issues and immigration policy; and education. Emphasis is placed on social interactions, politics of identity formation, and social processes impacting the status of U.S. Latinx/Hispanics. This course is intended for sociology majors or any student interested in the social sciences.

**History 107**  
**History of Race & Ethnicity in the United States**

*3 units*

An introduction to the historical and socio-cultural experiences of racial and ethnic groups and their roles in shaping society and culture in the United States, from pre-contact to the present. Focus will be on migration, colonization, racialization, discrimination, assimilation, social stratification, liberation movements, and the intersection of racial, ethnic, gender, sexual identities as they relate to African Americans, Asian Americans, Latinas/os/x, Native Americans, and Middle Eastern Americans.  
(HIST 107 approved for General Education)

# COURSE MODIFICATIONS

## MARCH 2021

### FOR

## 2021-2022

The following courses reflect changes in either title, description, prerequisite, corequisite, advisories on recommended preparation, hours, and/or units. Other areas (e.g., course objectives, course content, texts) have also been modified to meet Title 5 course standards. These modifications have been carefully reviewed by the Curriculum Committee and are recommended to the Governing Board for approval.

PRESENT	PROPOSED CHANGES
<p><b>Business 110</b>  <b>Introduction to Business</b>  <i>3 units, 3 hours lecture</i>                      This course provides a comprehensive view of today’s dynamic American business and the global economy. Specific topics include starting a small business, satisfying customers, managing operation, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources and exploring ethical and social responsibilities of American business.</p>	<p><b>Business 110</b>  <i>Change in catalog description to:</i>                      A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization’s policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect a business’ ability to achieve its organizational goals.</p>
<p><b>Business 120</b>  <b>Financial Accounting</b>  <i>4 units, 4 hours lecture</i>                      This course introduces the student to the accounting function and how it is used within our economic society. It views accounting as an information-generating system that communicates financial data to support end users in their economic decision-making. This course covers the accounting information system and the recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the classified financial statements, and statement analysis. It also covers issues related to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls and ethics. This course is designed for students with an understanding of computer applications in word processing and spreadsheets, basic math skills and the ability to write in a businesslike manner.</p>	<p><b>Business 120</b>  <i>Review and update course outline based on Title 5 Standards</i></p>
<p><b>Business 125</b>  <b>Business Law: Legal Environment of Business</b>  <i>3 units, 3 hours lecture</i>                      Legal environment of business, sources of law, constitutional bases of regulation, critical legal thinking, social and ethical influences, corporate responsibility, judicial and administrative systems, contracts, torts, agency, business organizations, bankruptcy, securities regulation, regulation of property and protection of intellectual property interests, consumer protection, antitrust law, Internet and e-commerce.</p>	<p><b>Business 125</b>  <i>Review and update course outline based on Title 5 Standards</i></p>

PRESENT	PROPOSED CHANGES
<p><b>Business 128</b>  <b>Business Communication</b>  <i>3 units, 3 hours lecture</i>  <b>Prerequisite:</b> A “C” grade or higher or “Pass” in ENGL 110 or equivalent.</p> <p>This course applies the principles of effective communication to the creation of effective letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using word processing software for written documents and presentation-graphics software to create and deliver professional-level oral reports. Since this course is designed for students who already have college-level writing skills, very little time will be devoted to the basics of writing or grammar.</p>	<p><b>Business 128</b>  <i>Change in prerequisite to:</i></p> <p><b>Prerequisite:</b> A "C" grade or higher or "Pass" in ESL 122 or placement into ENGL 120 or equivalent.</p>
<p><b>Cross-Cultural Studies 114</b>  (Sociology 114)  <b>Introduction to the Sociology of Minority Group Relations</b>  <i>3 units, 3 hours lecture</i>  An introduction to the sociological analysis of ethnicity, race and immigration in a global context. Topics include the history of racialized groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, racism, institutional racism, civil rights movements, and the intersection between race, social class and gender.</p>	<p><b>Cross-Cultural Studies 114</b>  <i>Changes to subject heading, title, and course description to:</i></p> <p><b>Ethnic Studies</b>  <b>Introduction to Race &amp; Ethnicity</b>  An introduction to the sociological analysis of ethnicity, race, and immigration in a global context. Topics include the history of racialized groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, ethnocentrism, racism, institutional racism, social movements for civil rights, liberation and decolonization, and the intersection of race and ethnicity with social class, gender and other forms of difference and stratification.</p>
<p><b>Cross-Cultural Studies 118</b>  (History 118)  <b>U.S. History: Chicano/Chicana Perspectives I</b>  <i>3 units, 3 hours lecture</i>  <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>This course is designed to explore the role and development of the Mexican/Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Mexican/Chicano/Chicana people in the United States. Beginning with pre-Colombian Meso-America to the Mexican-American War (1848) selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The U.S. Federal Constitution is studied with special emphasis on the impact and effects of the Treaty of Guadalupe Hidalgo. Particular attention is given to the political philosophies of both countries and its impact on the Mexican American community.</p>	<p><b>Cross-Cultural Studies 118</b>  <i>Changes to subject heading, recommended preparation and course description to:</i></p> <p><b>Ethnic Studies 118</b>  <b>Recommended Preparation: None</b>  This course is designed to explore the role and development of the Chicana/o (Mexican American) people in the history of the United States. It examines United States history with emphasis on institutions and ideals, beginning with pre-Colombian Meso-America to the Mexican-American War (1848). Social, economic, political and cultural events are covered with attention to Mexican/Chicana/o people in the United States. The Constitution of the United States and the operation of representative government are studied with special emphasis on the impact and effects of U.S.-Mexico relations and their people.</p>

PRESENT	PROPOSED CHANGES
<p><b>Cross-Cultural Studies 119</b> (History 119) <b>U.S. History: Chicano/Chicana Perspectives II</b> 3 units, 3 hours lecture <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent or equivalent.</p> <p>This course is designed to explore the role and development of the Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Chicano/Chicana people in the United States. Beginning with the Mexican-American War (1848) to the present period selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects on Chicanos/Chicanas. Particular attention is given to political philosophies and impact of legislation on the Chicano/Chicana community leading to contemporary U.S. Society.</p>	<p><b>Cross-Cultural Studies 119</b> <i>Changes to subject heading, recommended preparation and course description to</i></p> <p><b>Ethnic Studies 119</b> <b>Recommended Preparation: None</b> This course is designed to explore the role and development of the Chicana/o (Mexican American) people in the history of the United States. Beginning with the Mexican-American War (1848) to the present period, institutions and ideals of United States history are examined, with emphasis on the social, economic, political and cultural implications to Chicana/o people in the United States. The U.S. Constitution, operation of representative government, and developments in California state and local government are studied with special emphasis on the impact and effects on Chicana/o’s.</p>
<p><b>Cross-Cultural Studies 130</b> (History 130) <b>U.S. History &amp; Cultures: Native American Perspectives I</b> 3 units, 3 hours lecture <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>This course covers the social, political, cultural, economic and intellectual history of indigenous people in North America from pre-history to pre-Civil War in United States. Native experiences are placed in the context of the evolution of diverse native nations, within the growth of the U.S., and within the development of American institutions and ideals. California and San Diego County nations are highlighted.</p>	<p><b>Cross-Cultural Studies 130</b> <i>Changes to subject heading, recommended preparation and course description to:</i></p> <p><b>Ethnic Studies 130</b> <b>Recommended Preparation: None</b> This course covers the social, political, cultural, economic and intellectual history of indigenous people in North America from pre-history to pre-Civil War in United States. Native experiences are placed in the context of the evolution of diverse native nations, within the growth of the U.S., and within the development of American institutions and ideals. California and San Diego County nations are highlighted as is the origins of the U.S. Constitution and its evolving interpretation in the courts regarding native nations.</p>
<p><b>Cross-Cultural Studies 131</b> (History 131) <b>U.S. History &amp; Cultures: Native American Perspectives II</b> 3 units, 3 hours lecture <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>An historical survey of the indigenous peoples of the North American Continent from the period of 1850 to the present. Attention will be given to contemporary, historical, political, and socio-economic issues affecting the American Indian nationwide, statewide and locally. Indian perspectives of native and nonnative cultures will be included. The Federal and California State Constitutions are studied with special emphasis on the effects and influence of the Indian culture and society. Particular attention is given to political philosophies and the impact of legislation on Indian culture and society.</p>	<p><b>Cross-Cultural Studies 131</b> <i>Changes to subject heading and recommended preparation to:</i></p> <p><b>Ethnic Studies 131</b> <b>Recommended Preparation: None</b></p>

PRESENT	PROPOSED CHANGES
<p><b>Cross-Cultural Studies 180</b> (History 180) <b>U.S. History: Black Perspectives I</b> <i>3 units, 3 hours lecture</i> <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>A survey of United States history from colonial times to the American Civil War seen from the perspective and experiences of African-Americans. The course will begin with examining the historical backdrop of African peoples in continental Africa and trace their story through early modern European contact, the slave trade, enslavement in the Americas, colonial America, the revolutionary and Constitutional era, the early Republic, participation in American institutions, sectional issues between North and South over slavery, the Civil War and emancipation. Course will also examine the contradictions, paradoxes and constitutional challenges of the American experiment of freedom alongside the institution of slavery. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during this historical period.</p>	<p><b>Cross-Cultural Studies 180</b> <i>Changes to subject heading, recommended preparation and course description to:</i></p> <p><b>Ethnic Studies 180</b> <b>Recommended Preparation:</b> None</p> <p>A survey of United States history from colonial times through the Civil War from the perspective and experiences of African-Americans. The course begins with the historical backdrop of African peoples in continental Africa and the trace their story through early modern European contact, slave trade, enslavement in the Americas, colonial America, the revolutionary and Constitutional era, the early Republic, participation in American institutions, sectional issues between North and South over slavery, the Civil War and emancipation. Examines the contradictions, paradoxes and constitutional challenges of the American experiment of freedom alongside the institution of slavery. Explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during this historical period.</p>
<p><b>Cross-Cultural Studies 181</b> (History 181) <b>U.S. History: Black Perspectives II</b> <i>3 units, 3 hours lecture</i> <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>A survey of United States history from Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with examining the historical backdrop of the Civil War’s aftermath and the emancipation of slaves and then traces the African-American experience through modern American history. Topics include Reconstruction, Jim Crow South, late 19<sup>th</sup> century, pre WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, and current times. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and state, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history.</p>	<p><b>Cross-Cultural Studies 181</b> <i>Changes to subject heading, recommended preparation and course description to:</i></p> <p><b>Ethnic Studies 181</b> <b>Recommended Preparation:</b> None</p> <p>A survey of United States history from Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with the emancipation of slaves and Reconstruction and then traces the African-American experience through modern American history. Topics include developments in California, Reconstruction, Jim Crow South, late 19<sup>th</sup> century, pre-WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, late 20<sup>th</sup> century and 21<sup>st</sup>-century issues. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and in California, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history.</p>

PRESENT	PROPOSED CHANGES
<p><b>English as a Second Language 088</b>  <b>Literacy and Communication</b>  <i>6 units, 6 hours lecture</i>  <b>Corequisite:</b> A “Pass” grade or concurrent enrollment in ESL 088L and ESL 088R</p> <p>This is an English language development course for non-native speakers of English at the beginning level. Students learn basic reading, writing, and grammar skills through the exploration of genre-based thematic units. Students will become aware of audience and purpose, and will develop an understanding of college culture necessary for academic success. Students will also grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)</p>	<p><b>English as a Second Language 088</b>  <i>Changes to course prerequisite and course corequisite to:</i></p> <p><b>Prerequisite:</b> A “Pass” grade in ESL 078 (credit or non-credit), or advisory placement in ESL 088 or equivalent.</p> <p><b>Corequisite:</b> None</p>
<p><b>English as a Second Language 088L</b>  <b>Understanding and Speaking American English in College and Everyday Life</b>  <i>3 units, 3 hours lecture</i>  <b>Corequisite:</b> ESL 088</p> <p>ESL 088L is a beginning-level course designed to improve the listening and speaking skills needed for cross-cultural understanding and successful interaction in college and everyday life. Listening comprehension of American English is improved through guided practice in a variety of genres, including class lectures, video and live presentations, interviews, and conversations. Students increase accuracy and fluency in their spoken communication as they improve their pronunciation and intonation. Both listening and speaking skills are greatly enhanced through the learning of grammar and vocabulary. Additionally, students grow in their cultural competence as they examine texts and media and interact with peers and the instructor in a multicultural class. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)</p>	<p><b>English as a Second Language 088L</b>  <i>Changes to course prerequisite and course corequisite to:</i></p> <p><b>Prerequisite:</b> A “Pass” grade in ESL 078 (credit or no credit) and ESL 078R (credit or non-credit), or advisory placement in ESL 088 or equivalent.</p> <p><b>Corequisite:</b> None</p>
<p><b>English as a Second Language 088R</b>  <b>Reading and Vocabulary for College and Everyday Life</b>  <i>3 units, 3 hours lecture</i>  <b>Corequisite:</b> ESL 088</p> <p>This reading course is designed to develop ESL students’ vocabulary and reading through the exploration of genre-based thematic units. This course aims to help students improve their reading skills and to expand their understanding and use of vocabulary. Additionally, students will grow in their cultural competence as they examine texts and media and interact with peers and instructors in a multicultural classroom setting. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)</p>	<p><b>English as a Second Language 088R</b>  <i>Changes to course prerequisite and course corequisite to:</i></p> <p><b>Prerequisite:</b> A “Pass” grade in ESL 078 (credit or no credit) and ESL 078R (credit or non-credit), or advisory placement in ESL 088 or equivalent.</p> <p><b>Corequisite:</b> None</p>

PRESENT	PROPOSED CHANGES
<p><b>English as a Second Language 098</b>  <b>Introduction to Academic English</b>  6 units, 6 hours lecture  <i>Prerequisite:</i> A “Pass” grade in ESL 088 or advisory placement in ESL 098 or equivalent.  <i>Corequisite:</i> A “Pass” grade or concurrent enrollment in ESL 098G and ESL 098P.</p> <p>ESL 098 is an English language development course for non-native speakers of English at the intermediate level. The course further develops the skills taught in ESL 088. The class focuses on the improvement of writing in several genres in conjunction with the development of reading, listening, speaking, and grammar skills. Reading and listening are presented in thematic units and serve as sources for students to compose informative writing with increased knowledge and effective use of new vocabulary. Readings also serve as model genres to help students learn to write using common features to convey specific kinds of information. In addition, students will become more aware of audience and purpose in writing, and they will grow in their cultural competence as they analyze text and media and interact with others in a multicultural class setting. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)</p>	<p><b>English as a Second Language 098</b>  <i>Changes to course prerequisite and course corequisite to:</i></p> <p><i>Prerequisite:</i> A “Pass” grade in ESL 088 and ESL 088L and ESL 088R or advisory placement in ESL 098 or equivalent.</p> <p><i>Corequisite:</i> None</p>
<p><b>English as a Second Language 098G</b>  <b>Essential Grammar for Written and Spoken Communication</b>  3 units, 3 hours lecture  <i>Prerequisite:</i> A “Pass” grade in ESL 088 or advisory placement in ESL 098 or equivalent.  <i>Corequisite:</i> ESL 098</p> <p>ESL 098G is a course on the essentials of English grammar needed to increase accuracy and fluency in communication. The course is designed specifically for non-native speakers of English at the intermediate level to increase their appreciation for the importance of accurate grammar in their language use. Students will learn the systems of grammar that shape language and apply those rules in their written and spoken communication in various genres. Course assignments will serve to build and reinforce students’ ability to use English grammar to convey intended meaning correctly and effectively in interpersonal, intercultural, and academic discourse. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)</p>	<p><b>English as a Second Language 098G</b>  <i>Changes to course prerequisite and course corequisite to:</i></p> <p><i>Prerequisite:</i> A “Pass” grade in ESL 088 and ESL 088L and ESL 088R or advisory placement in ESL 098 or equivalent.</p> <p><i>Corequisite:</i> None</p>
<p><b>English as a Second Language 098P</b>  <b>Sounds and Rhythms of American English</b>  3 units, 3 hours lecture  <i>Prerequisite:</i> A “Pass” grade in ESL 088 or advisory placement in ESL 098 or equivalent.  <i>Corequisite:</i> ESL 098</p> <p>This is an intermediate-level course designed to assist non-native English speakers in developing both oral and aural language skills through their understanding of spoken North American English as well as the articulation of this particular dialect in varied genres and with different communicative purposes. All in-class and extra-class lessons are designed to assist non-native English speakers who have acquired level-appropriate vocabulary and a functional level of grammatical accuracy. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)</p>	<p><b>English as a Second Language 098P</b>  <i>Changes to course prerequisite and course corequisite to:</i></p> <p><i>Prerequisite:</i> A “Pass” grade in ESL 088 and ESL 088L and 088R or advisory placement in ESL 098 or equivalent.</p> <p><i>Corequisite:</i> None</p>

PRESENT	PROPOSED CHANGES
<p><b>English as a Second Language 105</b>  <b>Rhetoric for Academic Success</b>  <i>6 units, 6 hours lecture</i>  <b>Prerequisite:</b> A “Pass” grade in ESL 098 or advisory placement in ESL 105 or equivalent.  ESL 105 is an English language development course for non-native speakers of English at the advanced level. This course further develops the skills taught in ESL 098 including academic and non-academic reading, writing, listening, speaking and grammar skills through the exploration of genre-based thematic units. Students will examine the features of a variety of texts in authentic and adapted form in order to develop genre awareness and apply this knowledge to new reading and writing opportunities. Students will read and analyze authentic and adapted texts as models for their own writing and speaking practice. Students will expand their cultural competence as they analyze texts and engage in cross-cultural communication with instructor and peers. (Non-degree credit only)</p>	<p><b>English as a Second Language 105</b>  <i>Changes to course prerequisite to:</i>    <b>Prerequisite:</b> A “Pass” grade in ESL 098 and ESL 088P and ESL 098G or advisory placement in ESL 105 or equivalent.</p>
<p><b>English as a Second Language 115</b>  <b>Academic Discourse through U.S. Cultures</b>  <i>6 units, 6 hours lecture</i>  <b>Prerequisite:</b> A “C” grade or higher or “Pass” in ESL 105 or advisory placement in ESP 115 or equivalent.  ESL 115 is an English language course for non-native speakers of English that explores themes in U.S. cultures through authentic texts to further develop advanced critical reading, writing, listening, and speaking while exploring various styles of academic inquiry across the disciplines. Utilizing thematic modules, students become increasingly aware of their dynamic role as reader and writer as they learn to identify the connection between audience, genre, and purpose in order to compose texts within particular discourse communities, including various academic disciplines. Students learn about U.S. cultures, the cultures of the classmates, and reflect upon their own cultures, while working in groups in order to apply their perspectives to solve problems. Students compose texts in several genres in conjunction with the development of reading, listening, grammar, and vocabulary skills.</p>	<p><b>English as a Second Language 115</b>  <i>Change to course description to:</i>    ESL 115 is an English language course for non-native speakers of English that explores themes in U.S. cultures through authentic texts, introducing and modelling diverse voices contributing to the cultural conversations of the moment and since time immemorial. Utilizing thematic modules, students become increasingly aware of their dynamic role as reader and writer as they learn to identify the connection between audience, genre, and purpose in order to compose texts within particular discourse communities, including various academic disciplines, such as history, sociology, and anthropology. Students learn about U.S. cultures, the cultures of their classmates, and reflect upon their own culture, while working in groups in order to apply their perspectives to solve problems. Students compose texts in several genres to explore themes in U.S. culture, such as racism, class, consumerism, and media.</p>



PRESENT	PROPOSED CHANGES
<p><b>History 118</b> (Ethnic Studies 118) <b>U.S. History: Chicano/Chicana Perspectives I</b> 3 units, 3 hours lecture <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>This course is designed to explore the role and development of the Mexican/Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Mexican/Chicano/Chicana people in the United States. Beginning with pre-Colombian Meso-America to the Mexican-American War (1848) selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The U.S. Federal Constitution is studied with special emphasis on the impact and effects of the Treaty of Guadalupe Hidalgo. Particular attention is given to the political philosophies of both countries and its impact on the Mexican American community.</p>	<p><b>History 118</b> <i>Changes in recommended preparation and course description to:</i></p> <p><b>Recommended Preparation: None</b> This course is designed to explore the role and development of the Chicana/o (Mexican American) people in the history of the United States. It examines United States history with emphasis on institutions and ideals, beginning with pre-Colombian Meso-America to the Mexican-American War (1848). Social, economic, political and cultural events are covered with attention to Mexican/Chicana/o people in the United States. The Constitution of the United States and the operation of representative government are studied with special emphasis on the impact and effects of U.S.-Mexico relations and their people.</p>
<p><b>History 119</b> (Ethnic Studies 119) <b>U.S. History: Chicano/Chicana Perspectives II</b> 3 units, 3 hours lecture <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>This course is designed to explore the role and development of the Chicano/Chicana people in the history of the Southwest United States. An examination of significant aspects of United States history with emphasis on the social, economic, political and cultural implications to Chicano/Chicana people in the United States. Beginning with the Mexican-American War (1848) to the present period selected aspects of history will be highlighted for the purpose of examining the experiences and contributions of this unique indigenous ethnic group. The Federal Constitution is studied with special emphasis on the impact and effects on Chicanos/Chicanas. Particular attention is given to political philosophies and impact of legislation on the Chicano/Chicana community leading to contemporary U.S. Society.</p>	<p><b>History 119</b> <i>Changes to recommended preparation and course description to:</i></p> <p><b>Recommended Preparation: None</b> This course is designed to explore the role and development of the Chicana/o (Mexican American) people in the history of the United States. Beginning with the Mexican-American War (1848) to the present period, institutions and ideals of United States history are examined, with emphasis on the social, economic, political and cultural implications to Chicana/o people in the United States. The U.S. Constitution, operation of representative government, and developments in California state and local government are studied with special emphasis on the impact and effects on Chicana/o’s.</p>
<p><b>History 130</b> (Ethnic Studies 130) <b>U.S. History &amp; Cultures: Native American Perspectives I</b> 3 units, 3 hours lecture <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>This course covers the social, political, cultural, economic, and intellectual history of indigenous people in North America from pre-history to pre-Civil War in United States. Native experiences are placed in the context of the evolution of diverse native nations, within the growth of the U.S., and within the development of American institutions and ideals. California and San Diego County nations are highlighted.</p>	<p><b>History 130</b> <i>Changes to recommended preparation and course description to:</i></p> <p><b>Recommended Preparation: None</b> This course covers the social, political, cultural, economic and intellectual history of indigenous people in North America from pre-history to pre-Civil War in United States. Native experiences are placed in the context of the evolution of diverse native nations, within the growth of the U.S., and within the development of American institutions and ideals. California and San Diego County nations are highlighted, as is the origins of the U.S. Constitution and its evolving interpretation in the courts regarding native nations.</p>

PRESENT	PROPOSED CHANGES
<p><b>History 131</b> (Ethnic Studies 131) <b>U.S. History &amp; Cultures: Native American Perspectives II</b> <i>3 units, 3 hours lecture</i> <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>An historical survey of the indigenous peoples of the North American Continent from the period of 1850 to the present. Attention will be given to contemporary, historical, political, and socio-economic issues affecting the American Indian nationwide, statewide and locally. Indian perspectives of native and nonnative cultures will be included. The Federal and California State Constitutions are studied with special emphasis on the effects on and influence of the Indian culture and society. Particular attention is given to political philosophies and the impact of legislation on Indian culture and society.</p>	<p><b>History 131</b> <i>Change to recommended preparation to:</i></p> <p><b>Recommended Preparation: None</b></p>
<p><b>History 180</b> (Ethnic Studies 180) <b>U.S. History: Black Perspectives I</b> <i>3 units, 3 hours lecture</i> <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>A survey of United States history from colonial times to the American Civil War seen from the perspective and experiences of African-Americans. The course will begin with examining the historical backdrop of African peoples in continental Africa and trace their story through early modern European contact, the slave trade, enslavement in the Americas, colonial America, the revolutionary and Constitutional era, the early Republic, participation in American institutions, sectional issues between North and South over slavery, the Civil War and emancipation. Course will also examine the contradictions, paradoxes and constitutional challenges of the American experiment of freedom alongside the institution of slavery. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during this historical period.</p>	<p><b>History 180</b> <i>Changes to recommended preparation and course description to:</i></p> <p><b>Recommended Preparation: None</b></p> <p>A survey of United States history from colonial times through the Civil War from the perspective and experiences of African-Americans. The course begins with the historical backdrop of African peoples in continental Africa and the trace their story through early modern European contact, slave trade, enslavement in the Americas, colonial America, the revolutionary and Constitutional era, the early Republic, participation in American institutions, sectional issues between North and South over slavery, the Civil War and emancipation. Examines the contradictions, paradoxes and constitutional challenges of the American experiment of freedom alongside the institution of slavery. Explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during this historical period.</p>

PRESENT	PROPOSED CHANGES
<p><b>History 181</b> (Ethnic Studies 181) <b>U.S. History: Black Perspectives II</b> <i>3 units, 3 hours lecture</i> <b>Recommended Preparation:</b> A “C” grade or higher or “Pass” in English 110 or English as a Second Language 119 or equivalent.</p> <p>A survey of United States history from Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with examining the historical backdrop of the Civil War’s aftermath and the emancipation of slaves and then traces the African-American experience through modern American history. Topics include Reconstruction, Jim Crow South, late 19<sup>th</sup> century, pre WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, and current times. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and state, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history.</p>	<p><b>History 181</b> <i>Changes to recommended preparation and course description to:</i></p> <p><b>Recommended Preparation: None</b> A survey of United States history from Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with the emancipation of slaves and Reconstruction and then traces the African-American experience through modern American history. Topics include developments in California, Reconstruction, Jim Crow South, late 19<sup>th</sup> century, pre-WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, late 20<sup>th</sup> century and 21<sup>st</sup>-century issues. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and in California, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history.</p>
<p><b>Sociology 114</b> (Ethnic Studies 114) <b>Introduction to the Sociology of Minority Group Relations</b> <i>3 units, 3 hours lecture</i></p> <p>An introduction to the sociological analysis of ethnicity, race and immigration in a global context. Topics include the history of minority groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, racism, institutional racism, civil rights movements, and the intersection between race, social class and gender.</p>	<p><b>Sociology 114</b> <i>Change in course title and course description to:</i></p> <p><b>Introduction to Race &amp; Ethnicity</b> An introduction to the sociological analysis of ethnicity, race, and immigration in a global context. Topics include the history of racialized groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, ethnocentrism, racism, institutional racism, social movements for civil rights, liberation and decolonization, and the intersection of race and ethnicity with social class, gender and other forms of difference and stratification.</p>

## COURSES APPROVED FOR DISTANCE EDUCATION

COURSE	TITLE
History 107	History of Race and Ethnicity in the United States

02/18/2021

bp

## FAQ on New Senate Committee For Equity, Diversity and Inclusion

This FAQ is provided to help departments discuss the idea of adding a standing committee to the Academic Senate to address equity, diversity, and inclusion. If you have additional questions, please send them to Sharon Sampson, Roxanne Tuscany or Beth Smith.

1. *The new governance structure just reduced the number of committees. Why should we be adding new committees now?*

The senate can create committees as an independent entity of the college to serve faculty and address academic and professional matters (i.e. the 10+1) as it sees fit. The senate has urgently passed two resolutions this year addressing anti-racism, and the faculty have been moved to consider how words, actions, and systems are affecting students and colleagues of minority, historically oppressed, and indigenous backgrounds. Such a committee can begin to create actionable steps for faculty and departments to take to address the senate's concerns. Additionally, the new governance structure is in a pilot phase, with its annual review in nascent stages.

2. *Will this committee overlap with other task forces and committee?*

This committee will focus on instruction, the 10+1, and work that the senate directs the committee to do. However, this committee should coordinate with other senate committees, the union, and other groups on campus that represent participation from all stakeholder groups of the college. As an example, there is a college wide professional development committee as well as a faculty professional development committee. Both committees exist harmoniously and have set a precedent.

3. *We're worried that there will be duplication of efforts. Will that happen with this new committee?*

There is ample work to do immediately to support faculty and instruction. With efforts to improve inclusion, diversity and equity, we believe that duplicated efforts, should they arise, will be welcome. On the flip side,

without specific direction from the senate, rather than duplication, we may find that no one actually works on these issues.

*4. Do we need this committee when we already have a Faculty Professional Development Committee?*

This committee can focus on activities, speakers, and workshops around equity and diversity. The Faculty Development Committee can coordinate all workshops led by or for faculty to improve instruction. In fact, the Faculty Professional Development Committee can act as conductor while other senate committees and groups on campus apply to present workshops creating an orchestra of faculty dialogue and development.

*5. Is a committee necessary?*

Creating a standing committee of the senate will mean that faculty are appointed by the senate to serve on the committee which will allow greater faculty participation. Also, as senate appointees, these faculty will be accountable to the senate to fulfill the charge of the committee. A standing committee has permanence that a task force does not have and will provide continuity of work and a track record of outcomes.

*6. Do other senates have such a committee?*

YES. We found that many community college and university academic senates have a standing committee dedicated to equity, diversity, and inclusion. The state Academic Senate has a standing committee called the Equity and Diversity Action Committee (EDAC).

*7. Can we change the charge or membership of the committee?*

YES. As a standing committee of the senate, if we find that the committee charge or structure needs improvement, then the senate can make changes as it sees fit.

*8. Why hasn't the Academic Senate seen a need to have this committee prior to this point?*

Perhaps we thought other committees on campus would get the work done. Perhaps we were busy with other challenges. Perhaps we didn't think there

was much work to do regarding equity, diversity and inclusion. Perhaps it took the tragedies over the summer to galvanize us into action.

Now we see the enormous task facing us. The senate can act now to create a committee dedicated to supporting faculty and departments that are increasingly aware of the disproportionate outcomes affecting students and the systems affecting students and colleagues. Finally, there is no time like now.

2-24-21

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Whereas, the new governance structure at Grossmont College acknowledges that the Academic Senate has separate committees that report directly to the senate and are within the purview of the senate;

Whereas, the Academic Senate recently passed a resolution calling for the faculty to immediately address anti-racism as well as issues and actions around diversity and equity that continue to be present in the minds of faculty working to improve the college for students, colleagues, and the community;

Whereas, the Academic Senate has ongoing work that regularly needs attention such that standing committees have been formed on behalf of faculty and departments, and these standing committees of the senate have permanency, continuity, and accountability, and pay attention to academic and professional matters;

Whereas, a standing committee of the Academic Senate focused on anti-racism, diversity, equity and inclusion will give more faculty an opportunity to participate in this critical work, bring policy and best practice recommendations to the senate, gather and analyze data for the senate, and acknowledge progress made toward a more equitable and inclusive college;

Resolved, the Academic Senate establish a standing committee, the Equity, Diversity and Transformative Campus Climate Committee or *EDTC*<sup>3</sup>, to address academic and professional matters related to equity, diversity, inclusion and anti-racism;

Resolved, the charge of the new committee is:

The Equity, Diversity and Transformative Campus Climate Committee of the Academic Senate develops senate policy, gathers and makes available best practices regarding actions of anti-racism and increasing equity and inclusion, provide professional development opportunities, collects and analyzes data, and works with other senate committees and stakeholders to ensure that in

all academic and professional matters of the senate its commitment to anti-racism, diversity, equity and inclusion are considered and addressed.

**The primary roles of the committee are:**

1. to present recommendations to the senate, the senate's committees, and the administration in order to:
  - Promote diversity and equity opportunities at Grossmont College. The term promote includes but is not limited to the following activities: building alliances across social identities; instilling values and providing tools that enable members of the college community to work together to eradicate all forms of individual and institutional discrimination and oppression; practicing mutual respect for social identities; and exploring differences and similarities in a safe and nurturing environment.
  - Ensure that diversity and equity data are available to the Academic Senate. The term ensure includes but is not limited to the following activities: supporting and planning ongoing activities related to diversity and equity data analysis; facilitating analysis of gaps, needs and opportunities.
  - Promote activities that encourage a balanced and multi-pronged approach to the awareness to and reduction of barriers to equity, diversity, and inclusion in hiring, support, mentoring, and retention of new faculty, and
  - Increase access to leadership positions for faculty from underrepresented and marginalized groups;
2. to encourage inclusive training and learning opportunities across campus that focus upon the experiences and perspectives of people from underrepresented and marginalized groups in order to transform and improve teaching, curriculum, campus culture, and instruction;
3. to promote support for faculty in areas of global engagement and cultural competency, and to encourage a sustained investment of deeper understanding of systems and structures of inequality and power, both historical and ongoing;
4. to actively seek feedback about the experience of faculty and students from underrepresented and marginalized groups and respond appropriately to concerns or opportunities brought to the Committee's attention;



5. to communicate the Committee's areas of engagement to other senate committees and stakeholders on projects of mutual concern;
6. to develop strategies that promote equity and diversity for student success by collecting and archiving best practices, and make recommendations to the senate so that it may act with the best intentions of all people in mind; and
7. to provide an annual report to the Academic Senate.

Resolved, the membership of the new committee is:

- Faculty chair or co-chairs to be selected from committee members by the committee (recommended reassigned time for this work is at least 0.30 LED);
- 10-Faculty (representing a broad range of disciplines and assignments) appointed by the senate;
- Three (3) Adjunct Faculty appointed by the senate;
- Nonvoting: Dean of Student Success and Equity; and

Resolved, the meeting schedule for the new committee will consist of at least two meetings per month during the academic year.

*Drafted by: Sharon Sampson, Beth Smith, Roxanne Tuscan, and editors – Malia Molina and Jeff Waller*